

1997-1998 BLUE RIBBON SCHOOLS PROGRAM

Principal: Mr. Arlan Galarowicz

Name of School: Thomas Jefferson Middle School

School Address: 1403 North Holden Street
Port Washington, WI 53074

School Telephone: (414) 284-7731

Thomas Jefferson Middle School is the sole middle school serving the city of Port Washington, and the Village of Saukville, Wisconsin. Thomas Jefferson has a complex and engaging thirty-year history. Thomas Jefferson Middle School has led the way in middle school educational reforms. The initial Thomas Jefferson house plan was inaugurated in 1973, significantly preceding most other middle school house plans throughout the Midwest.

In the spring of 1992, the Port Washington-Saukville School District's Strategic Plan called for the creation of a Site-Based Decision Making Council for Thomas Jefferson, beginning with the 1992-1993 school year. The Site-Based Decision Making Council (SDC) has provided Thomas Jefferson with more autonomy and accountability and has been vital in re-energizing the building.

The Port Washington-Saukville Strategic Plan and the Thomas Jefferson Middle School Mission Statement created by the SDC became the driving force for programming at Thomas Jefferson Middle School. As a result of its Mission Statement, the Thomas Jefferson administrative team, in collaboration with the SDC, initiated many new and innovative strategies to ensure a strengthened learning environment for students.

Thomas Jefferson Middle School has initiated the following programs in an attempt to implement the District's Strategic Plan and the Thomas Jefferson Middle School Mission Statement:

Learning together in small communities

The house plan, organizing our school into thirteen distinct houses, is the center of our community. Each house has a Team Leader, an At-Risk Coordinator, an SDC representative and an Exceptional Educational Needs representative.

A Content Mastery Center has also been created in the school to provide an all day alternative learning environment where different staff members work with students at different times of the day to assure that we meet the learning needs of students whether exceptional educational needs or At-Risk. This room also helps to provide programming for any student retained for a second year in a grade or subject area.

A full-inclusion model is followed throughout the building to assure a highly effective program for students with exceptional educational needs.

Hundreds of elementary students and a like number from Thomas Jefferson Middle School annually participate in our highly regarded summer school program where a basic core of remedial courses and a much larger number of enrichment opportunities combine to total approximately 80 class options. In the summer of 1997 over 1200 students participated in the summer school program.

Appreciating the unique characteristics of all T.J. individuals

Community members serve as mentors for fifth grade students in an attempt to advocate for the individual needs of our student population. An Advisor-Advisee Program, where faculty and staff support small groups of students at the seventh grade level. If the program continues to be as successful as it appears to be, the program will be expanded into the eighth grade next year.

Fostering acceptance and respect

Three full-time guidance counselors work with faculty and staff to assure that the building operates with the highest order of acceptance and respect. Our house plan establishes small families of learners that develop together.

Involving home, school, and community

Thomas Jefferson has a very strong parent group (Jaguar Parents) which meets monthly to share ideas about how to best address student and parent and issues.

Approximately 30 local businesses provide incentives for students who achieve "Academic Excellence." Incentives include such items as: free video rentals, free food items, reduced costs for hair cuts/styling, and free bowling.

On five Saturdays during the school year Thomas Jefferson sponsors family oriented field experience outings. Thus far, Super Saturday excursions have been to: Chicago's Museum of Science and Industry, Chicago's Shedd Aquarium, Oshkosh's Experimental Aircraft Museum, Eagle's Old World Wisconsin, Cave of the Mounds, Little Norway, Madison (State Capitol/UW-Madison), Green Bay (Packer Hall of Fame/Railroad Museum), Circus World Museum. These outings have helped to strengthen the ties between school and home.

Sharing decision making

Two students, four parents, fourteen teachers, two support staff, and two administrators comprise the Site-Based Decision Making Council. The SDC meets twice monthly in order to direct the school. A Team-Leaders Council meets weekly to support the SDC initiatives.

Emphasizing the process of learning

Regular staff development opportunities are afforded each faculty member.

At-Risk meetings are held weekly. Meetings include district level personnel, administrators, and House At-Risk Coordinators to assure the utmost education for each TJ student.

Providing exploratory experiences

Thomas Jefferson students have an opportunity to participate in a wide array of exploratory experiences. Those opportunities include:

Student Council	Builder's Club	Art Club
Academic Olympics	Geography Bee	Stock Market Team
Forensics Team	Super Saturday	Science Olympiad
Chorus/Band	Math Counts Teams	Peer Mediation
Jason School	Odyssey of the Mind	Washington, D.C. trip

a full interscholastic complement of athletic teams

a wide array of interesting intramural options

Responding to change for the future; and developing confident individuals who can succeed

Thomas Jefferson Middle School is leading the Port Washington-Saukville School District into the computer age of the 21st century. Students and staff have access to a wide variety of technology through their TJMS programs.

Thomas Jefferson has realized that by working together we can make a difference in the development of a whole student. We are proud of where we are today! The administration, faculty, students, parents, and community work together to insure the success of the individual.

The three documents which identify our vision and establish our direction are the district mission statement, the Thomas Jefferson Middle School mission statement, and the strategies identified through the District's strategic plan. These documents and the Site-Based Decision Making Council provide the corner stones upon which our programs are built.

Port Washington-Saukville School District Mission Statement

With vision,
a sense of togetherness,
and respect for the individual,
the mission
of the Port Washington-Saukville School District
in partnership with the family and community,
is to provide a comprehensive education
which inspires all individuals
to achieve their fullest potential
and become productive members
of our ever-changing world.

T.J. students and staff will strive for personal educational excellence by:

- learning together in small communities;
- appreciating the unique characteristics of all T.J. individuals;
- fostering acceptance and respect;
- involving home, school, and community;
- sharing decision making;
- emphasizing the process of learning;
- providing exploratory experiences;
- responding to change for the future; and
developing confident individuals who can succeed.

Focus areas of the Port Washington-Saukville School District Strategic Plan:

- develop clear and measurable Thomas Jefferson Middle School Mission Statement criteria for competency and graduation.
- develop and implement instructional strategies which recognize student diversity to maximize student learning.
- actively work to increase the support for education in our district
- annually review our plan to address options for school buildings, grounds, equipment needs and utilization necessary to support our district goals.
- implement the technology plan as approved by the School Board

Student Focus and Support

A1. What are the goals for and needs of your students? How does your school develop and maintain awareness of student goals and needs, taking into consideration the most significant dimensions of student diversity?

Our focus is to develop each individual within the framework of our mission statements. If we are able to attain our mission with 100% of our students, then we will be successful!

Our academic goal is to develop each student to the fullest of her/his potential. This can only be accomplished by motivating our students to achieve to the best of their ability.

Beginning with the 1997-98 school year the SDC has increased our grading curve to a more demanding level. The Port Washington-Saukville School Board has required all K-12 teachers to base a minimum of 80% of the course curriculum grade in math, communications, social studies, and science (K-12) on academic performance. Ultimately, this academic performance can be assessed through our end of the year district assessments.

Our emphasis, to this point, has been to concentrate on reading, writing, and mathematics assessment. All students are annually assessed in reading and mathematics. Our students are assessed in writing at the end of their fifth and seventh grades. Our “Star Project”, a writing remediation program provides additional assistance to those students who are in need of additional help. Writing portfolios are also required of all Thomas Jefferson Middle School students.

Classroom teachers are provided with documentation outlining the skills and weaknesses of each student in reading, writing, and mathematics. Students with significantly low areas of proficiency in reading, writing, and mathematics are given additional support through our Title 1 program. In addition, a reading strategic plan has been developed to further insure all students success in reading. Parents are provided with detailed information regarding the performance of their children on assessment tools.

At the beginning of each class, the teachers provide their students and parents with an overview of each course with specific expectations for success.

Students in our 8th grade participate in the 8th grade Wisconsin Student Assessment System, annually given to all 8th grade students in Wisconsin. Students have shown a marked improvement during each of the past four years.

Our 6th grade students are required to take the CTBS Complete Battery Plus Terra Nova Test. Our sixth grade, too, has continued to demonstrate enhanced proficiency.

A2. How does your school determine and address the developmental needs of students as they move through your school?

A team composed of a guidance counselor, a fifth grade faculty member, and administration visit each of the elementary schools prior to the end of the year for fourth grade students. The team meets with all of the fourth grade teachers, the guidance counselors, and administrators of each of the elementary buildings. Educational programming is discussed for any student who may require modifications in approach. The fourth grade faculty assists in the classroom placement of each of their student. Incoming fifth grade students go through a structured orientation program. Each student spends time in TJMS during the spring of the year prior to his/her beginning at TJMS. To begin to establish ties between the school and home a family social is held at TJMS in the spring of each year.

An all-school orientation is held at the beginning of each school year. Parents are provided time to meet with the teachers their children will have during the upcoming school year.

All students new to the Port Washington-Saukville School District and Thomas Jefferson Middle School are routinely assessed in reading, writing, and math prior to their entering TJMS. Students are then placed in a classroom which offers the best opportunity for success. Prior to a new student beginning classes, the sending schools are contacted by one of our guidance counselors to assure that we have a plan in place to best meet the needs of each new student. Parents of all new students are contacted by a guidance counselor within a month of a student's entering TJMS to assess how effectively their children have made the transfer into Thomas Jefferson Middle School.

A3 What non-academic services and programs are available to support students, and how do they relate to the student goals and identified in A1 and A2?

Thomas Jefferson has significantly raised the expectations for our students and their teachers. In an attempt to assure that no students or teacher will be adversely affected by our increasing demands, a significant number of support mechanisms have been established. Teachers, too, have a mentor system established from the time a new teacher walks into the door of the school.

Similar to some middle schools, Thomas Jefferson is comprised of a series of houses. Due to its size, Thomas Jefferson is comprised of 13 houses, with each house operating as a school within a school. Each team of teachers making up a house meets from three to five times per week. House meetings are also attended by a guidance counselor, related arts representative, and a representative from the Exceptional Educational Needs Department. The houses are responsible for the comprehensive educational plan and overall development of each student assigned to that house.

Thomas Jefferson Middle School runs a staggered schedule. Our 7th and 8th grade students attend classes from 7:30 a.m. until 2:30 p.m. Our 5th and 6th grade students have a schedule which runs from 8:17 a.m. - 3:17 p.m. This schedule modification implemented three years ago has enabled us to maintain both before- and after-school labs for students in math and communications. House teachers regularly take advantage of the staggered bus times to assist students who need individualized attention on homework assignments.

A Content Mastery Room is staffed and available throughout the day for students with exceptional educational needs as well as for students who have been identified as At-Risk.

The guidance counselors are an integral component in the educational program at TJMS. Thomas Jefferson Middle School has a guidance program which has routinely been given superior ratings in our CSI reviews. The Consortium for School Improvement (CSI) was the organization used to review programs and make recommendations for school improvement.

Each counselor is responsible for classroom instruction which follows the Wisconsin Developmental Guidance Model. In addition, our counselors have support groups dealing a wide range of student needs. Various support groups are provided for students dealing with friendship, grief, and divorce issues. The counselors also lead a very effective Peer Mediation Program. In addition, guidance counselors take the leadership role in "Child Studies" when it is determined that a child has academic, social, emotional, or behavioral problems which might interfere with his/her overall development. Guidance Counselors also participate in weekly At-Risk meetings held with district level personnel, house at-risk personnel, and administration. Guidance counselors, social worker, school psychologist, and administration spend nearly twenty percent of their year dealing with student concerns in an At-Risk format. The concept has proven to be very effective at dealing with student concerns prior to the issues affecting overall academic

performance. Our Guidance Department administers a career inventory assessment midway through a student's eighth grade year. The assessment enables students to better assess which career options they might have the best predisposition for. This assessment is also valuable as students begin their plans for high school course work.

Support from Ozaukee County provides services one day each week to deal with potential drug and/or alcohol concerns. Support groups are in place to deal with students with concerns regarding drugs or alcohol these guidance components compliment our mission statement.

A four year health program helps to assure that our students develop life-long health skills. Portions of the health program deal with healthy choices and abstinence from drugs and alcohol.

Thomas Jefferson has inaugurated a 5th grade Mentor Program beginning in the 1997-1998 school year. Students are paired with a trained mentor, who can assist in their transition into a middle school environment. While at the 7th grade level an advisor-advisee program is in place.

An integral element of our building has been the gifted and talented program. The program in our school focuses on developing academic, intellectual, creative, artistic, and leadership abilities of our students. Enrichment opportunities are provided through extended curriculum, individualized programs, small group seminars and cocurricular options. Clubs, specialized workshops, and a variety of academic competitions are several examples of the many programs or activities currently offered.

Students who are capable of, or show potential for high performance in intellectual, creative, specific academic, artistic, or leadership areas based on single outstanding characteristics or a combination of characteristics may be identified for gifted and talented programming. Sources used for identification may include: Test Data; Parent Nominations, Teacher Nominations, Student Products.

The goal of identifying students is to be inclusive rather than exclusive so as to assess the abilities of all students and use the results as a basis for appropriate programming decisions.

A4 What cocurricular activities are available for students and how do they extend the academic curriculum?

Thomas Jefferson Middle School offers a wide array of cocurricular activities for its student body.

Cocurricular activities include:

Boys Basketball	Girls Basketball	Boys Wrestling
Girls Volleyball	Coed Cheerleading	Coed Pom Pon
Coed Track and Field	Coed Swim Team	Coed Cross Country
Jazz Band	Swing Choir	Math Team
Forensics	Science Olympiad	Academic Olympics
Geography Bee	Yearbook	Student Council
Builders Club	Stock Market Team	Art Club
Peer Mediation	Super Saturday	Odyssey of the Mind
Future Problem Solvers	Educational Travel	

All cocurricular activities have a direct relationship to an academic subject. For example, Academic Olympics, which is held on a Saturday in March, involves hundreds of students and scores of parents, as well as a significant number of teachers and administrators. The Olympics incorporates all academic and related arts subjects into a fast paced test of problem solving skills.

Student interest has generated a number of recent additions to the cocurricular list. The Geography Bee, Wrestling Club, and Art Club were recent offerings initiated by students and interested advisors. Our Pom Pon squad has been recognized as the State Champion for three of the past four years. Our jazz band and swing choir traditionally receive exemplary ratings in Solo-Ensemble Competition. Students, parents, and coaches/advisors are recognized at the end of each season with an award ceremony. Awards are given to students, parents, and coaches/advisor. Four Recognition Nights are held throughout the school year.

A5 How has your school demonstrated a commitment to addressing the accessibility of its facilities and programs to students with disabilities?

Our District Strategic Plan helps assure that we have a school building which is capable of meeting the needs of all students. Thus, our building is totally handicapped accessible. Although we have multiple floors, an elevator is available to handicapped students who require its services. Our building currently meets the needs of the severe cognitive disabled, the learning disabled, the emotionally disabled, and a wide range of students who require physical and occupational therapy.

In addition, our building has a ramped swimming pool used throughout the year to meet the physical therapy needs of our handicapped students.

While we feel that our school building effectively meets the needs of our handicapped students, we continually look for suggestions which might lead to even further improvement.

We have developed a Content Mastery Room which is staffed and available throughout the day for students with exceptional educational needs as well as for students who have been identified as “at risk” through our Title I Program for Math and/or Communications. The Content Mastery Room is both an integrated and self-contained approach to meeting academic, behavioral, and social-emotional needs of students. Students can use the Content Mastery Room throughout the day when they need help with assignments, re-teaching, or testing, away from their regular classes.

Students who are unable to benefit from mainstream classes with interventions such as team teaching with an exceptional educational needs teacher are taught using other instructional strategies. These strategies include: reducing written assignments, teaching strategies for studying, modifying tests, attending study groups, reading tests, highlighting texts, one-to-one re-teaching, daily monitor sheets or assignment books, contracting for goal behavior, and tutoring are then assigned to direct instruction classes in the Content Mastery Room. The Content Mastery staff meets weekly to discuss student needs and reassigns support to academic classes as needed.

Challenging Standards and Curriculum

B1 How does your curriculum serve the broad goals for student learning and development that the public generally expects education to achieve: personal and intellectual growth, citizenship, and preparation for work?

The Thomas Jefferson curriculum stresses that there are certain things that each of our students will be able to do. Each of our students is expected to develop their skills to the best of their innate ability. To this end, we assess students in reading, writing, and math at the end of each academic year. We provide substantial program assistance both for the gifted and educationally challenged. In addition, we also provide a state-of-the-art summer school program to continue and expand on the concepts taught during the regular school year.

We stress citizenship both through curricular and cocurricular initiatives. Our eighth grade students have a social studies curriculum dedicated to getting a better understanding of how our democracy evolved and how one becomes involved and informed. All eighth grade students spend a day in our state capitol getting a first-hand knowledge of how our government functions. A school sponsored trip to Washington, D.C., Jamestown and Williamsburg is also provided for all 8th grade students.

Cocurricularly we provide leadership opportunities through Student Council. In addition, a significant number of our students belong to the Builders Club, a service oriented youth group sponsored by the Port Washington Kiwanis Club. Most organizations and activities within the school promote leadership and service to the school and/or community.

Members of our faculty participate on the District Partners to Partners initiative. This group is instilled with a better appreciation of what the employees from our school district are looking for in their workforce. The Junior Achievement emphasis at the 7th grade level is a direct result of initiatives begun through Partners to Partners.

In addition, we feel that our emphasis in Technology Education and computer technology helps to assure that we establish the foundation for a solid workforce.

Our Family and Consumer Education Class as well as the Technology Education classes have programs and delivery models which directly prepare students for some of the career options which lie ahead.

B2 Successful schools offer all students opportunity to engage with significant content. How does your school ensure that students achieve at high levels in the core subjects?

The academic programs at Thomas Jefferson Middle School are constantly being reviewed and strengthened. Curriculum committees review current practices and suggest changes to enhance student success. The program review is completed under the direction of the District Director of Instruction, within the structure of the defined curriculum committees. As stated in our mission statement, Thomas Jefferson is constantly examining how we can best meet the processes of learning.

a. Communications

The “Communications Program” at Thomas Jefferson Middle School is most unique in comparison to the other programs, in that we have combined the teaching of reading and writing into one block of time. Our communications program integrates the four components of communication: reading, writing, speaking, and listening. These in return are integrated into all academic and related arts areas. Our reading component teaches student to successfully tackle expository text through direct comprehension strategy instruction, and by providing experiences within a wide variety of literature genre. Thus, the primary focus in the writing curriculum is to increase the students’ content knowledge in areas of grammar and spelling, and to involve the students in authentic writing process experiences, which in turn, integrate content and processes knowledge. Intensive curriculum coordination is provided by all grade levels. Expectation and developmental sheets are passed on from one grade level to another. Extensive portfolio management is also crucial to the subject area.

Examples of collaborative instructional processes are visible throughout the entire year. One example of a collaborative instructional process is the 8th Grade Shakespearean Unit. Another is the transitional novel introduced in the 8th grade and continued by social studies and communication classes in the 9th grade.

A Thomas Jefferson reading specialist, as well as, Title I personnel concentrate on communication skill development while they provide individual and/or small group instruction. A Write Night is also annually

held to encourage both parents and students to strengthen their writing skills. The summer school program operated at Thomas Jefferson Middle School affords a wide range of opportunities for students to obtain both enrichment and remediation.

b. Mathematics

The math curriculum has been reviewed and revised so that it reflects both local and NCTM standards. The math classes in the middle school are heterogeneously grouped. Each math teacher receives a detailed assessment of the mathematics abilities of each of their students based on a year end test. Our math program uses hands-on applications, computer applications, cooperative learning and direct instruction. Both enrichment and remedial classes are offered as part of the summer school program at Thomas Jefferson Middle School. Specific needs for remediation are determined through the Port Washington-Saukville Math Assessment done at the end of each school year.

Our school has many support programs for the students to optimize their potential. Through the gifted and talented program our students are challenged via acceleration. A Content Mastery Room, as well as before and after school math labs, assure that assistance is provided for students with areas of deficiency in mathematics. Title 1 support is also available for students on an individual or small group basis.

Class time is used in many ways. TJMS covers math content, cross-curricular concepts involving math, applications of math skills and problem solving. In addition to our class time, other cocurricular activities (Stock Market Team, Math Counts Team) reinforce math skills throughout the year.

An example of how math skills are used in an authentic setting is the School Concession Stand which is run by our class for the cognitively disabled. Students receive hands-on experience in connection with owning and operating a store. Through this real world experience, students are able to apply their math skills. Number theory, computation, estimation and probability are applied when determining the cost per item, selling price, weekly revenue and profit. The stand is operated daily. Through the stand concept the students learn a sense of responsibility. The experience helps them realize that, with effort, they can excel.

During the past few years, math students from Thomas Jefferson Middle School typically rank at well over the 80th percentile on the annual Wisconsin Student Assessment Test.

c. Science

Science is becoming ever more popular in TJMS as the middle school students develop a sense of confidence in their competence to do science. It is rigorous, activity centered, empowering and exciting for the students. It is a hands-on course that expects students to be problem solvers of natural phenomena as well as relational issues. Concise units, with many labs are included in our revised science curriculum.

Students in the hands-on setting are given problems to analyze. These problems require students to observe, question, analyze, design further experiments, evaluate data and come to a conclusion that can be defended by the data. Students are given a great deal of opportunity to integrate their science knowledge through their communications skills.

Students have an opportunity to enrich themselves through participation on the Science Olympiad team and/or through the Academic Olympic competition.

d. Social Studies

The subjects of history and geography are taught in our curriculum under the title of “Social Studies”. Each of these areas is addressed as part of the whole social studies curriculum, along with concepts in economics, political science and anthropology. Fifth grade covers American history from exploration through the colonial period as its area of focus; sixth grade focuses on early man through the Middle Ages and does various cultural studies; seventh grade focuses on Africa, Europe/Russia, Asia and the Pacific, and Latin America; and the eighth grade stresses American history from the pre-recorded era through 1887. Within the study of each of these grades is included related geographic skills.

The fifth grade integrates geography by studying the current United States. The sixth grade integrates across the curriculum through a major project dealing with the Middle Ages. The seventh grade integrates through a multi-cultural fair. The eighth grade integrates through its trip to Washington, D.C., and through hands-on experiences entitled “Historic Fair” and “Trade Fair”.

Students seeking enrichment participate in the National Geographic Geography Bee. One of our students was a finalist in state competition for the National Geographic Geography Bee last school year.

e. Foreign Languages

All of our seventh grade students are required to take “World of Language”, a quarter long course which meets daily and exposes them to 4 ½ weeks of German and another 4 1/2 weeks of Spanish. Our eighth grade students can select from either German or Spanish as an elective. The eighth grade course follows the same curriculum as the level one high school course. Students who successfully achieve in their eighth grade foreign language course have the opportunity to begin high school as a second year foreign language student.

In our foreign language classes four skills are emphasized throughout the courses. These skills are reading, writing, speaking and comprehension with culture being an integral part of the course. The program has the following goals:

- To gain an acceptance of other cultures;
- To work toward fluency in a foreign language;
- To provide a head start in obtaining a foreign language at the high school;
- To further the understanding of the importance of a foreign language in today’s global society.

Students in these classes routinely participate in the Folk Fair held in Milwaukee. Students also have a pen pal exchange program with a sister school in Germany. If students continue with a foreign language at the High School, they will have an opportunity to host students from the sister school as well as to have a home stay with our sister school. Spanish students also have the opportunity to visit Spain and/or Mexico.

f. The Arts - There are a variety of activities offered in the area of fine arts. A special quality of all music programs is the ability of the music department to cooperate and allow students to participate in any or all of the programs offered. This is facilitated by the music teachers through careful planning.

Band

The band program is an important part of the fine arts curriculum at the middle school. Thomas Jefferson band members are given an opportunity to perform, describe and create. Band is offered in grades five through eight. All grades have weekly group lessons in addition to full band rehearsals during the school day.

At the beginning level, students receive instruction on holding an instrument, producing a tone, tonguing, reading notes, rhythm patterns and playing in an ensemble. The second year of instruction further develops the range of notes, finger techniques, more complex rhythm patterns and time signatures, and intonation. In addition, band music is chosen to reinforce these skills as well as introduce students to music that has an aesthetic quality. Music chosen for instruction also is used for teaching about composers, composition techniques, music history and cultural diversities. Students in all grades use the music personnel as a resource when music reflecting historical or other events is needed. The bands perform at a significant number of events throughout the school year both to learn and practice performance skills and to support the community in community sponsored events.

The Thomas Jefferson Middle School band has had the unique opportunity to work with a professional composer to create music which is designed specifically for the Jaguar Band. Students routinely participate in regional Solo Ensemble Competition. Thomas Jefferson Middle School Students have regularly received superior ratings. The band visits Chicago's Great America to perform during a weekend each spring. The band continues to meet throughout the summer school program offered at Thomas Jefferson Middle School.

A four year cumulative folder is kept on each band student to help mark musical progress.

Jazz Band

Jazz band is offered to students of our district beginning in the seventh grade. The Jazz Band students receive a variety of musical experiences. They perform music which includes rock, blues, jazz, and swing. Jazz Band curriculum includes jazz articulation and beginning improvisation. Activities include frequent concerts.

Choir

Choir is an important part of the fine arts curriculum. The class is available for 5th through 8th grade students. Fifth and sixth grade choir is given the opportunity to learn music fundamentals while singing enjoyable songs. The 7th and 8th grade choir curriculum expands to include sight reading skills, rhythm and rhythmic dictation. All groups perform regularly in the community.

Swing Choir

Swing Choir is offered to the 7th and 8th grade students. Students work on singing and dancing skills through a variety of popular music. Activities include frequent concerts. Students of dance are asked to assist with choreography.

Music and Drama

The school musical, which occurs on alternating years, is another vital part of the arts curriculum offered to our students. The musical is open to any sixth, seventh or eighth grade student through auditions. Musicals are selected on the basis of quality, as well as the number of students who may be involved. This experience allows students to see how music can be used to set the mood of a scene, move the plot along, and manipulate emotions. With staging and choreography involved, cast members also hone their kinetic skills and discover the very physical aspect of music and drama.

Developing and strengthening social skills is perhaps the most valuable benefit of involvement in the musical. Our students develop an awareness of the value of group cooperation, in each other's unique qualities and in the camaraderie that results when working together towards a creative goal. Personal skills and values are improved through participation. Qualities developed include poise in front of an audience, self expression and self evaluation. Finally, the students witness the beginning, middle and the end of a learning journey, with an increased understanding of the learning process as it occurs sequentially.

The Solo and Ensemble Festival is open to any seventh and/or eighth grade student enrolled in band or choir. This activity provides students the opportunity to work privately with the instructor, and to perform individually or in small groups with immediate feedback from the adjudicator. A significant number of our middle school students take advantage of the opportunity to participate in this activity.

Art

Art classes are required in the fifth, sixth, and seventh grades and are part of the elective program in the eighth grade. The classes are taught with emphasis on self-expression and creative art techniques. A balance of 2-dimensional and 3-dimensional art projects are offered. Art terms, studies of famous art reproductions, and access to the state of the art computer technology makes art projects more meaningful. Our Art Curriculum has been recognized as one of national merit due to its scope and sequence.

Some of the art work is integrated with the academic areas. For example, in the sixth grade students create various artistic pieces connected to the Middle Ages. In the seventh grade, students create artistic work which has multi-cultural significance. Many students have their work on display in the School Board Room or throughout the middle school. During Youth Art Month (March) a significant number of students have their projects on display at the local bank, or library. In addition, some student work has been displayed at galleries in the cities of Madison and Milwaukee. Another group of students had their art work exchanged with a neighboring middle school from another school district. One student this past year gained national recognition for a piece of her art work. At our middle school students have an opportunity to participate in our Art Gifted and Talented Program. In addition, students are encouraged to participate in the Thomas Jefferson Middle School Art Club.

B3 What other content areas play essential roles in your schoolwide goals?

The music program and Technology Education play a pivotal role in establishing our overall schoolwide goals because of the large number of students electing to be a part of these programs.

Music

The music program at Thomas Jefferson Middle School plays an essential role in developing skills and opportunities for our students. The schedule developed for each student enables them to elect each music program offered at the middle school. Large numbers of students have responded by electing to play in the band or sing in the choir.

Band students have a wide variety of opportunities to perform which includes: the Homecoming Parade, Fish Day Parade, Memorial Day Parade, Great America performance, and numerous concerts including concerts at area schools and nursing facilities. Nearly 170 students participate in band and 350 in chorus at Thomas Jefferson Middle School.

An exploration of a wide variety of music is provided to each student with encouragement to compose. The band explores a variety of music. Composers are discussed as well as the background, style and form of the musical selection. When appropriate, the group lesson schedule is organized to accommodate the Solo and Ensemble Festival work. Students develop a cooperative learning style as they work on their ensemble selections. They do self-assessment and evaluation about how it should sound and how it should be played.

Students in the music program are encouraged to write music. Computer facilities encourage and facilitate students to write their own pieces of music.

All students have the opportunity to participate in the Thomas Jefferson concerts. Emphasis is on the development of group vocal skills and relating notation to the art of vocal expression. A variety of musical

styles are studied and performed. Rehearsals are scheduled within the school day and do not conflict with other classes. Each choir performs at two or three scheduled performances during the school year. In addition, the choirs perform for various programs within the school district and community. Approximately 350 students participate in choir.

Technology Education

Our Technology Education Department provides sixth through eighth grade students with an opportunity to design projects and work with them through to completion.

All students in the sixth grade are required to take Technology Education for one quarter, five days per week. The opportunity enables students to design basic projects, use appropriate equipment, and follow a task to fruition. The course enables male and female students to see that there isn't a gender difference associated with tools. Students in the seventh and eighth grades expand on the basic skills garnered in the sixth grade.

B4 What are your course requirements for graduation? To what extent do your school and student within the school exceed minimum state and/or district requirements?

Subjects	State Requirements	District Requirements	School Requirements	% 1997 Grads Who Exceed School Requirements
English	X	X	X	
Mathematics	X	X	X	
Science	X	X	X	
Social Studies	X	X	X	
Foreign Lang.		X	X	
The Arts	X	X	X	
Phy. Ed.	X	X	X	
Voc./Technical	X	X	X	
Computer Ed.		X	X	
Philosophy/Religion				

Thomas Jefferson Middle School students must successfully complete the curriculum provided by the school. The curriculum is designed so that there are multiple opportunities, including a highly respected summer school program that provides for both remediation and enrichment. Students receive constant monitoring, large doses of individual support, as well as strong parental encouragement.

B5 What is the process for continuing curriculum renewal at your school? What questions about curriculum is your school currently addressing?

Thomas Jefferson Middle School has historically been part of the district's membership in a state-wide Consortium for School Improvement. That consortium group annually evaluates specific curricular areas K-12. Recommendations from the district committees and the consortium lead to a report and potential curriculum and program modifications.

Due to a diminishing number of schools currently invested in the Consortium for School Improvement, beginning in the 1997-1998 school year Thomas Jefferson Middle School has begun an affiliation with the North Central Association in conjunction with the district movement to K-12 accreditation. It is our belief that the school improvement component of that review process will be beneficial to Thomas Jefferson Middle School.

District level curriculum committees annually review their curricular areas looking for ways to strengthen any areas and compare programs to state and national standards. All program areas are doing comprehensive reviews of the newly adopted state and national standards.

B6 How do you ensure that diverse learners (e.g., students with disabilities, gifted and talented students, limited English proficient students, migrant students, and students at risk) all have the opportunity to learn challenging content and achieve at high levels?

Our students with exceptional educational needs are serviced through three approaches. Most of our students have their educational needs met through a full inclusion model. Some students need a more structured approach and their needs are met through the Content Mastery Room. Students come and go from the Content Mastery Room as their educational program dictates. A few students, in this case the students with severe emotional disabilities, have their needs met in a self-contained environment. The entire Exceptional Education Needs Department meets weekly to assure that the needs of each of their students are being met.

An integral element of our building has been the gifted and talented program. The program in our school focuses on developing academic, intellectual, creative, artistic, and leadership abilities of our students. Enrichment opportunities are provided through extended curriculum, individualized programs, small group seminars and cocurricular options. Clubs, specialized workshops, and a variety of academic competitions are several examples of the many programs or activities currently offered.

Students who are capable of, or show potential for high performance in intellectual, creative, specific academic, artistic, or leadership areas based on single outstanding characteristics or a combination of characteristics may be identified for gifted and talented programming. Sources used for identification may include: Test Data; Parent Nominations, Teacher Nominations, Student Products.

The goal of identifying students is to be inclusive rather than exclusive so as to assess the abilities of all students and use the results as a basis for appropriate programming decisions.

At-Risk students are monitored by the At-Risk Coordinator at each house level. In addition, the Guidance Counselors support the At-Risk through "Child Studies" as the need arises. Both middle school and district level personnel meet weekly to assure that the needs of all students and the At-Risk in particular are being met.

All teachers are encouraged to attend workshops, seminars, and programs involving subject areas. The school provides financial assistance and/or substitutes when teachers need to attend. In return, conference/seminar information is shared with colleagues.

C Active Teaching and Learning

C1 For the three core subjects discussed in B2, what are the prevalent teaching practices and learning experiences in your school?

The teachers in the core courses identified in B2 (communications, math, and art) use a number of different and educationally effective teaching strategies to meet the diverse needs of their students.

- Curriculum integration is a prevalent strategy used throughout the entire building. Major curriculum concepts are presented and reinforced between various subject areas. Measurement, for example, is a skill presented in math, and reinforced in science, art, and social studies. In art, students learn perspective then apply this concept throughout the curriculum. Communications is infused throughout the curriculum. It is expected that all teachers be communications teachers to the extent that their curricular area allows.
- Cooperative learning is used in each of the three subject areas. This approach enables students to function within a group setting, while at the same time reinforcing the fact that they must depend on their peers. Social skills are reinforced within these groups to assure that each student feels that he/she is involved in the learning process.
- Paired learning/Peer is used in each of these areas when it is felt that the joint learning will allow for dialog between students which will best enable concepts to be understood. It is felt that there are select times when another student might just be the best teacher.
- Developmentally appropriate practices used in these three curricular areas assure that concepts and skills taught within the curriculum are best suited for the developmental needs of each student. Student learning styles are considered and teachers adapt their presentations and/or activities to accommodate for individual differences.
- Student centered learning provided in these three areas provides each student with an opportunity to investigate topics relevant to their personal interests and experiences. Students have choices and direct their own learning based upon the guidelines cooperatively established between the student and his/her teacher. Literary portfolios, research papers, individual projects, and mentors all provide additional sources of learning.
- Direct teaching also utilized in these curricular areas enable the teacher to present information directly to the students. In this format the teacher is responsible for the material presented, and students become active participants by interacting with the teacher throughout the class discussion.
- Hands-on experiences used in math, communications, and art gives each student an opportunity to interact with the concept being taught.

C2 Using the three courses from C1, why are the practices/experiences appropriate for your students?

Teaching practices outlined in C1 offer a variety of learning experiences and are directed toward meeting the diverse developmental needs of the middle school child.

a. Communications

Middle school students need to see a connection in what they are doing in class to the “real world”. In an attempt to provide that connection, our communication program integrates the four components of communication: reading, writing, speaking, and listening. These in return are integrated into all academic and related arts areas. Students are involved in authentic writing process experiences, which in turn, integrates content and processes knowledge. Intensive curriculum coordination is provided by all grade levels.

Examples of collaborative instructional processes are visible throughout the entire year. One example of a collaborative instructional process is the 8th Grade Shakespearean Unit. Another is the transitional novel introduced in the 8th grade and continued by social studies and communication classes in the 9th grade.

Personnel concentrate on communication skill development while they provide individual and/or small group instruction. Instructors dealing with the gifted and talented offer opportunities for students who need that type of challenge.

b. Mathematics

The math classes in the middle school are heterogeneously grouped. Each math teacher receives a detailed assessment of the mathematics abilities of each of their students based on a year end test. Our math program uses hands-on applications, computer applications, cooperative learning and direct instruction. Both enrichment and remedial classes are offered as part of the summer school program at Thomas Jefferson Middle School. Specific needs for remediation are determined through the Port Washington-Saukville Math Assessment done at the end of each school year.

Our school has many support programs for the students to optimize their potential. A Content Mastery Room, as well as before and after school math labs, assure that assistance is provided for students with areas of deficiency in mathematics. Title I support is also available for students on an individual or small group basis.

Students who are capable of, or show potential for high performance based on single outstanding characteristics or a combination of characteristics may be identified for gifted and talented programming. Sources used for identification may include: Test Data; Parent Nominations, Teacher Nominations, Student Products.

The goal of identifying students is to be inclusive rather than exclusive so as to assess the abilities of all students and use the results as a basis for appropriate programming decisions.

Class time is used in many developmentally appropriate ways. TJMS covers math content, cross-curricular concepts involving math, applications of math skills and problem solving. In addition to our class time, other cocurricular activities (Stock Market Team, Math Counts Team) reinforce math skills throughout the year.

An example of how math skills are used in an authentic setting is the School Concession Stand which is run by our class for the cognitively disabled. Students receive hands-on experience in connection with owning and operating a store. Through this real world experience, students are able to apply their math skills. Number theory, computation, estimation and probability are applied when determining the cost per item, selling price, weekly revenue and profit. The stand is operated daily. Through the stand concept the students learn a sense of responsibility. The experience helps them realize that, with effort, they can excel.

Art

Art comes alive at TJMS. Teachers use all of the strategies identified in C1 to create the optimum learning environment of middle school students. Students are able to apply what they learn. Students come away from this class with a project in hand which demonstrates their degree of mastery. Students take pride in their work and enhance their self esteem in the process.

Some of the art work is integrated with the academic areas. For example, in the sixth grade students create various artistic pieces connected to the Middle Ages. In the seventh grade, students create artistic work which has multi-cultural significance. Many students have their work on display in the School Board Room or throughout the middle school. During Youth Art Month (March) a significant number of students have their projects on display at the local bank, or library. In addition, some student work has been displayed at galleries in the cities of Madison and Milwaukee. Another group of students had their art work exchanged with a neighboring middle school from another school district. One student this past year gained national recognition for a piece of her art work. At our middle school students have an opportunity to participate in our Art Gifted and Talented Program. In addition, students are encouraged to participate in the Thomas Jefferson Middle School Art Club.

C3 In what ways do your teaching practices support student initiated learning?

Our teaching practices enable students to have the opportunity to investigate topics which are relevant to their personal interests and experiences. Students have choices and direct their own learning based upon the guidelines cooperatively established between the students and their teachers.

A team constructed mural in art, writing/speaking projects in communications class which require peer editing, and computer applications in math which require group input all provide evidence that our classrooms are communities of learners.

Interest and cognitive abilities are developed and strengthened through student initiated projects. Teachers and TJMS personnel provide support on projects created by students within the parameters of the subject/content areas.

Students are encouraged to enter various national, state and local contests. Many of our communications students have been recipients of awards in these contests. Twenty-one students were selected as outstanding poets in the Midwest Talent Search. One student received second place in an all-state poetry contest. Math, science, social studies, art, and music receive similar awards.

Our Trade Fair, Folk Fair, Renaissance Fair, and the student led hearings conducted on the Senate Floor in Madison exemplify how our classrooms are committed to the concept of communities of learners.

C4 As student and teachers engage in active learning, how are resources made available for gathering information and sharing the results of their work?

The Thomas Jefferson Middle School Instructional Media Center serves the needs of 875 students, and a staff of nearly 80. The IMC operates so that it is open before and after school hours to better service students and staff. Students have access to the IMC any time during the day with pass permission. This includes times when the whole class may come for a project, book exchange, or individual study hall usage. The print collection consists of approximately 12,000 books, 2/3 of which are nonfiction, and 1/3 of them fiction. The reference collection consists of approximately 1,000 titles, and circulates on an overnight basis.

In addition to the print collection, the IMC also houses an extensive AV collection to include videotapes, laser discs, filmstrips, and computer software.

Six computers within the IMC are dedicated to CD-ROM research only. In addition, two dedicated lines exist for Internet usage. A 32" television is connected to cable as well as the Internet so computer images can be projected for an entire class to view. This enables TJMS to use distance learning via cable. An example of this can be found when a house of students comes into the IMC to see government officials live, and answer questions about our state government using the telephone system. Electronic field trips also occur by transporting the students to the high school where they have satellite access. This same set up is used to teach students to use research tools such as Infotrack and SIRS.

The media center networked versions of two encyclopedias, Infotrack and SIRS (electronic newspaper and magazines indexes). The IMC is completely automated, and the patron catalog is networked throughout the school.

The IMC staff is available to troubleshoot 30 television and VCRs which are housed in the classrooms. Five of these are also connected to computers so that computer images can be projected to the entire class. There are also two other projection devices used primarily in the computer labs for projection purposes. Three laser disc players are available for the staff, as well as one digital camera, and a color scanner. Assorted other equipment is standard in each classroom such as overhead projectors, tape recorders, etc.

The faculty works closely with the IMC faculty when doing special projects or learning new technology. Cooperation is best evidenced when special projects require instruction by the IMC staff.

C5 What questions about teaching and learning has the introduction of educational technology raised in your school and how have you addressed them?

Thomas Jefferson Middle School is the magnet school in the district for educational technology. TJMS has been the test site for the millions of dollars of technology implemented in the School District. Two full computer labs are available to our students. In addition computers are available in each classroom, the library, and the Content Mastery Center for student usage.

Computers are used for: a self paced, self assessing Math program, Internet communications, music simulations and composition, science applications through the "Jason School", monitoring, since our building is part of a national weather reporting system, word processing, the Nova Network for alternative educational programming, monitoring the Stock Market for our Stock Market Team, the "Accelerated Reader", assessment of student progress.

D School Organization and Culture

D1 How does the culture of your school support the learning of all its members?

For the last four year Thomas Jefferson Middle School has been guided by the Site-Based Decision Making Council (SDC). The SDC, comprised of students, parents, teachers, staff, and administrators, is responsible for budget, scheduling, focus, and policy. The SDC has been pro-active at assuring the ultimate education for everyone at Thomas Jefferson Middle School.

D2 How does your school foster a caring community with engaged, sustained relationships among all its members?

The houses enable teachers to develop a bond with the students assigned to them. Students identify with their house and its teachers. Homerooms, field trips, academic as well as social events are a major feature

of TJMS. The Guidance Counselors are always alert to students who feel disenfranchised for any reason. The guidance counselors are consistently involved with both individuals and small especially designed groups. Selected student from the fifth grade who are identified to be at risk are paired with trained mentors, from the community. All students in the seventh grade participate in an Advisor-Advisee Program. The administrators have an open door policy in the TJMS Office. Students, parents, teachers, and staff are encouraged to see an administrator if there is a problem which an administrator could help resolve.

D3 How is your school organized to reflect student needs within the school's goals, priorities, and curriculum.

Similar to some middle schools, Thomas Jefferson is comprised of a series of 13 houses. Each house operates as a school within a school, with a house holding joint house meetings from three to five times per week. House meetings are also attending by a guidance counselor, related arts representative, and a representative from the Exceptional Educational Needs Department. The houses are responsible for the comprehensive educational plan and overall development of each student assigned to that house.

Thomas Jefferson Middle School runs a staggered schedule. Our 7th and 8th grade students attend classes from 7:30 a.m. until 2:30 p.m. Our 5th and 6th grade students have a schedule which runs from 8:17 a.m. - 3:17 p.m. This schedule modification implemented three years ago has enabled us to maintain both before- and after-school labs for students in math and communications. House teachers regularly take advantage of the staggered bus times to assist students who need individualized attention on homework assignments.

Transition teams function at each grade level. Key identified transition times are from 4th to 5th grades and from 8th to 9th grades. Extensive programs are in place to ensure an ease of transition.

A team composed of a guidance counselors, a fifth grade faculty member, and administration visit each of the elementary schools prior to the end of the year. The team meets with all of the fourth grade teachers, the guidance counselors, and administrators of each of the elementary buildings. Educational programming is discussed for any student who may require modifications in approach. The fourth grade faculty assists in the classroom placement of each of their students.

The 8th and 9th grade transitional teams meet throughout the year to ease the transition of 8th grade students into the high school. An 8th/9th grade transitional book, The Glory Field is begun in the 8th grade communications classes and followed up in the 9th grade social studies and communications classes.

High school representatives annually meet with 8th grade students to help ease the transition into the high school. There is a great deal of cooperation between the TJMS and high school faculty/administration to ensure a smooth transition.

Incoming fifth grade students go through a structured orientation program. Each student spends time in TJMS during the spring of year prior to their beginning at TJMS. To begin to establish ties between the school and home a family social is held at TJMS in the spring of each year.

An all-school orientation is held at the beginning of each school year. Parents are provided time to meet with the teachers their children will have during the upcoming school year.

All students new to the Port Washington-Saukville School District and Thomas Jefferson Middle School are routinely assessed in reading, writing, and math prior to their entering TJMS. Students are then placed

in the a classroom which offers the best opportunity for success. Prior to a new student beginning classes, the sending schools are contacted by one of our guidance counselors to assure that we have a plan in place to best meet the needs of each new student. Parents of all new students are contacted by a guidance counselor within a month of a student's entering TJMS to assess how effectively their children have made the transfer into Thomas Jefferson Middle School. Classroom teachers are provided with documentation outlining the skills and weaknesses of each student in reading, writing, and mathematics. Students with significantly low areas of proficiency in reading, writing, and mathematics are given addition support through our Title I program.

D4 How are teachers hired in your school?

After a position has become available, a team of teachers, parents, and an administrator begin the selection process. The Personnel Selection Team determines the specific candidates to be interviewed. The team creates the interview questions they feel will best assist them in determining the finest candidate. The Team conducts the interviews and makes a recommendation to the Board of Education through the Superintendent of Schools. Staff is assigned to the house which their skills most benefit.

D5 What constraints does your school face in creating a community of learners?

The must significant constraint facing our school today is tied to state imposed budget restraint . Otherwise, the SDC, a pro-active school board and supportive parents will find strategies to effectively meet the needs of the TJMS students.

E Professional Community

E1 What opportunities do teachers and other staff have to build professional communities that enhance their collective capacity to work together to support student learning?

The Thomas Jefferson Middle School Site Base Decision Making Council is composed of two members from each team, staff members, paraprofessionals, administration, parents and students. The team works collectively to make decisions which meet the needs of the building. The Site Based Decision Making Council meets twice monthly. Various single theme teams are open to all faculty members which meet throughout the year for in-depth studies regarding policy, budget, scheduling, focus and technology. Team Leaders Council is made up of a representative from each discipline and administration. Team Leaders Council holds a weekly meeting which provides an opportunity for dissemination and sharing of vital intra-school information. Team meetings are a daily opportunity for teachers to collaborate regarding curriculum, students of concern and staff issues. Faculty socials are held monthly in conjunction with the monthly faculty meeting.. Teams of faculty and staff are routinely taken out for breakfast to recognize their accomplishments and to celebrate their successes. Throughout the school year the faculty joins outside of the school for a social to celebrate who were are and what we have accomplished.

Child Studies are lead by guidance counselors and include pertinent teachers involved with the at risk student, the student and the parents. The meetings are scheduled on an as needed basis. The purpose is to help ensure the student's future success and identify any special support needs. An At Risk Committee includes coordinators from each team (Related Arts Instructors, Academic Instructors, EEN Staff and district level personnel). The At Risk Committee meets weekly to collaborate and create strategies that will result in effective learning (academic, social, behavioral and emotional). They serve as a support mechanism for the student.

A monthly "Book Club" is held as part of a continental breakfast to provide faculty and staff an opportunity to share information about educational issues which they may have recently read about

Each of these activities assures communication about students and learning. Each also provides an opportunity to celebrate successes.

E2 How does a coherent approach to professional development for teachers and other staff ensure their ongoing learning? How do organizational arrangements such as time and teaching assignment, and school norms and culture make professional development a priority?

Our district's approach to professional development for teachers and other staff ensures ongoing learning through an instructional emphasis developed by a district-wide professional growth committee. District wide professional growth provides the knowledge and skills necessary to develop collaborative, productive instructional teams (within and between schools and curricular areas) to effectively meet the needs of students for the 21st century. The 1996-1997 professional growth plan instructed teachers in the use of technology in the classroom. The 1997-1998 professional growth focus is continuing to use technology as well as emphasizing the diversity of learners through the study of learning styles, multiple intelligences, and brain research.

Organized professional growth is provided twice a year to all employees of the Port Washington/ Saukville School District. Thomas Jefferson Middle School, has been provided with additional time on an as needed basis, i.e., university personnel worked with faculty and staff on team building. Experts in the field of technology routinely provide pertinent computer instruction and consultants provide ongoing on-site assistance to the Site Based Decision Making Council. Examples of our ongoing on-site learning opportunities include: technology training and transitional teams which stress integration across the curriculum and grade levels.

Out of school professional activities are provided and encouraged at Thomas Jefferson Middle School. For example: 14 staff members were provided the opportunity to participate in the Platteville Middle School Seminar, teams of TJMS teachers made on-site visitations to various schools to observe, evaluate, and implement the best At-Risk approach for our school, a team of TJMS teachers will be participating in the 1997 National Middle School Association Conference held in Indianapolis. Each teacher participates in eight hours of individually selected professional growth. Financial reimbursement is provided for teachers participating beyond the eight hour requirement during the school day, while release time is provided for professional growth.

Thomas Jefferson Middle School participates in the following associations: Wisconsin Association of Student Councils, Wisconsin Middle School Association, National Middle School Association, North Central Association, State Music Association, Wisconsin Center for Academically Talented Youth, Wisconsin Interscholastic Athletic Association.

E3 How does your school tailor professional development and support to take account of differences in career experience or professional responsibility?

The formal support that the school provides for beginning teachers, newly hired teachers and teachers undertaking significantly different responsibilities is the Mentor-Mentee partnership. This partnership provides new teachers with counseling from experienced and effective teachers.

These teachers participate in monthly staff development. Teacher leadership opportunities are provided through the many committees designed to develop professional growth opportunities. District-wide professional growth plans accommodate paraprofessional and other staff members needs for continued growth. Counselors, specialist, and administrators participate in selected outside professional growth activities through professional organizations.

E4 How does your school use the processes and results of student assessment, staff evaluation, and school review to support professional growth?

Student assessment is done through both district assessment and state wide/national assessment. When test results are determined, recognized areas of concern are discussed by the Site Based Decision Making Council, pertinent academic committees and faculty. Student assessments indicate areas of the curriculum and instruction which have to be strengthened. The assessments provide specific direction for administrators.

The Port Washington-Saukville has a formal faculty/staff evaluation process. Each teacher is formally evaluated every three years. New teachers are formally evaluated during each of the first two years. Teachers who transition from one position to another are also automatically formally evaluated. The evaluation process consists of a pre- and post-conference. Teachers are informed of both strengths and areas which need improvement. A plan is jointly created to assure necessary improvement.

Staff is evaluated annually. Individual performance conferences are held with each staff member. The role of formal staff evaluation is to provide feedback to assure that all personnel are providing a superior education. Professional growth requirements are mandated as necessary.

The need for our faculty and staff to upgrade their skills in technology has been a strong theme of evaluation during the past two years. As a result of comprehensive evaluations each of our teachers is using computer technology to enhance learning. We got the ball rolling, now, it's up to administration to continue to find resources to keep up with the increased demand for technology.

Excellent teachers/staff members are written letters of commendation, asked to present at faculty meetings, and when the opportunity becomes available the teaches/staff are recognized at School Board Meetings.

The formal support that the school provides for beginning teachers, newly hired teachers and teachers undertaking significant changes or responsibilities is the Mentor/Mentee partnership. This provides these teachers with an experienced teacher, with a similar teaching assignment, to counsel and support these teachers. New teachers and their mentors participates in several inservice experiences throughout the year.

Teacher leadership opportunities are provided through the many committees designed to develop professional growth opportunities.

F Leadership and Educational Vitality

F1 How does leadership move your school toward its vision? How is the instructional leadership role and implemented? What other leadership roles are considered important and how are these defined and carried out?

The SDC (Site-based Decision-Making Council) has a major impact on TJ's policies and procedures each school year. A decision-making body, comprised of teachers from all grade levels and curricular areas, administrators, students, and parents, SDC meets twice monthly to continually evaluate and modify aspects of TJ's operations. SDC includes chairpersons to head sub-committees such as Focus, which picks a major theme to work on for the school year, budget, scheduling, and policy. Everyone on SDC is a representative from their corresponding areas. All people on SDC have a voice, and decisions are reached by consensus. Using this cooperative approach for creative problem-solving, we are continually moving toward TJ's vision.

The Jaguar Parent's group volunteers to raise funds to get money for various items. Last year, the group purchased and installed benches around the school. The Parent's Group organizes and carries out Market Days throughout the school year to continually contribute to TJ. The Parent Group also has a voice on the SDC, since the parent representative is responsible for attending the monthly Jaguar Parent meetings to gain consensus on areas of discussion.

Grade levels are divided into "houses", including team leaders, SDC representatives, At-Risk reps, EEN, administrators, and counselors. A gifted and talented coordinator works with teachers to provide challenge and enrichment activities for GT students. EEN staff provide services for students with learning, emotional, cognitive, and speech and language disabilities. This staff works hand-in-hand with the classroom teacher, either through teaming or by offering suggestions to the classroom teacher.

Student Council provides students with a voice in decision-making at TJ. Students on the council meet regularly to generate positive activities to help promote cohesiveness of the entire student body. A Student Council representative has a place on SDC. Builder's Club, sponsored by the local Kiwanis Club of Port Washington, provides leadership by promoting and taking part in school and community service activities. The club has collected aluminum cans by having a collection site at our local "Fish Day". The students have collected food for the homeless, fed the homeless, and planted wild flowers around TJ. Student peer mediators at TJ help resolve conflicts between peers. Peer mediators are trained in a workshop and they help teach students to resolve conflicts in a non-aggressive manner by modeling appropriate ways to deal with problems. House and classroom leaders are expected to maintain at least a "C" average academically and must be positive role models to other students in the classroom and house. These leaders plan activities for their houses and are expected to do miscellaneous jobs in the house. The concept of leadership gives the students ownership in the house plan.

Our teachers offer leadership by being involved and active in their students' lives. They try to get to know students in order to better meet their individual needs. Many teachers are active on numerous school and district committees to ensure that TJ is a positive place for students to learn. Counselors try to see students on a regular basis and show leadership by modeling the use of dignity with students. Counselors communicate frequently with faculty, parents, administration, and community in order to promote the optimum learning environment for the student. Administration takes a leadership role by assisting teachers, exploring new ideas, being flexible, and allowing teachers, students, and community to have a voice in the decision-making process at TJ.

F2 Who participates in the leadership in your school? How does the school engage its internal and external stakeholders in leadership and decision making?

The District-wide Strategic Planning Committee does the planning for the future for all schools in the district. TJ is represented on this committee. SDC has a voice in the formulation of TJ's vision, goals, and immediate needs. The people on SDC go back to their houses to receive input on many issues presented at SDC meetings. The chair persons on the various sub-committees take information back to their committees for input. The Parent Group does the same. The Student Council takes information back to their meetings for a majority vote. Everyone's input is reviewed and used in the decision-making process at SDC. Their interests are represented there. All decisions are reached by consensus and taken back to the district-wide strategic planning committee.

F3 What kind of school improvement process is in operation at your school? How was the Self Assessment for the Blue Ribbon Schools Program developed and how did this initiative relate to other school improvement and planning efforts?

School improvement at Thomas Jefferson Middle School is driven by the District-Wide Strategic Plan. It is also determined by CSI evaluations. Two areas are reviewed annually. Long-range goals are reviewed yearly. SDC prioritizes what needs to be improved the most at TJ, and committees are set up to "tackle the issue". Last year, a representative committee formulated some new rules and discipline procedures for TJ. The committee looked at enhanced communication and respect issues in the school. The committee developed new rewards for students, similar to "Academic Achievement", through which local businesses donate tangible incentives to honor good grades. The "On a Roll" was created to identify students who went up in grades in two subjects areas for the quarter. The "Good Cookie Award" was created in recognition of students who went out of their way to do a good deed. Behavior portfolios, to identify both positive and negative behaviors, were created for all students. "Super Saturdays", where students and parents can participate in family-oriented activities, such as biking to Harrington Beach State Park, have enhanced relations between home and school. Because of these successes, we are now able to try an advisor/advisee program, as well as a mentoring program at the 5th grade levels. We have also developed a Content Mastery Center for all students who need extra assistance in any subject area to help prevent them from "slipping through the cracks". The District Strategic Planning Team and SDC review and evaluate all programs annually. We are continually looking for new and innovative ways to improve the quality of our school.

The self-assessment initiative began in June of 1997. The building principal in conjunction with the SDC Chair held an evening meeting with TJMS personnel, parents and students to determine if there was interest in working on a self-assessment. Over thirty teachers, staff members, parents, and students thought that the idea of a self-assessment would be beneficial to TJMS. Thus teams were formed and the process of self-assessment began. It was felt that the information gathered could assist the SDC in future decision making.

F4 How does your school leadership use the most current information about education to promote continuous improvement in your school? How does such evidence influence decision-making?

Fourteen faculty members spent a week at the University of Wisconsin-Platteville in the summer of 1995 to update TJ approaches. Many of our current practices were generated at this conference. Forty-three faculty and staff members volunteered to attend a team-building seminar one day prior to the start of the 1996-97 school year. Teams of TJ staff members toured other area middle schools in an attempt to get a better handle on at-risk methodologies. Eight TJMS teachers will be attending the National Middle School Conference held October 24 in Indianapolis. Seven TJMS staff members will be attending a conference sponsored by the National Alliance of Middle Schools held during April in Chicago. The conference deals with brain research. The members of the team attending the three day conference look forward to the action plan they will be able to return with to Port Washington.

Our staff have quarterly inservices, and each faculty member is required to annually attain eight hours of approved professional development. TJ distributes and analyzes a parent survey to assess how to better serve the students and parents in our community. Issues of concern are brought to SDC to be worked on and resolved. To increase communication in our building, we have made modifications in our "house" plan, where we now have a team leader, an "at-risk" coordinator, and an SDC representative. We are establishing an advisor/advisee program, where groups of 12-13 students will have a "home port" to

increase teacher/student communication. The Content Mastery Center will try to tackle the problem with the small population of students who "slip through the cracks". TJ's goal is to try to reach them all.

Our administration and staff read many professional journals and are aware of the changes going on in public education today. Our administrators and many people on the staff at TJ have visited other middle schools to examine what works in those schools. We have had a substantial drop in the number of referrals because of our new discipline policy. We are assessing ways to reach the small percentage of students who may need an alternate route for education.

Most teachers at TJMS are active members of district curriculum and/or professional growth committees.

Strategies for growth continually come before the SDC for action. The SDC analyzes the potential and level of support for each potential strategy.

F5 What is your vision for integrating technology into your school, including benchmarks that guide your plans, problems that must be overcome, and training approaches? To what extent and how is technology used to improve management efficiency and effectiveness?

The District Strategic Plan includes a plan for technology. The first objective is to include the upgrading of computers and technologies as needed and appropriate for all students and staff. Some of the steps under this objective are: To increase communication globally through the use of e-mail, Internet, and fax capabilities on each computer, to enhance teacher productivity, security, and streamline record-keeping, to enhance multi-media capabilities and allow individual use of various programs within the same lab or classroom, to have visual displays large enough to be seen by the entire class at once, capable of linking with multi-media, and to allow for central storage, organization and transmission of all media to each classroom, groups of classrooms, or all classrooms and/or labs at once.

Another objective requires us to upgrade computers and other technologies as needed and appropriate for all students and staff. Specific steps for this objective are as follows: To continue to maintain and upgrade library resources for student and staff use, to have library card catalog access in every classroom, to create a positive, healthy, and practical environment for learning in our computer labs and at all work stations, to create a multi-media/production studio with video cameras, cable connection, editors, lights, director's chair, and other related resources, and to provide a means for technology staff to consult with experts attempting to troubleshoot problems with our equipment.

A third objective is to provide appropriate training for technology implementation. Steps included are: To have an integrated technology curriculum that identifies when specific skills/programs are taught and how they integrate into the "regular" classes, and to develop a standard multilevel technology curriculum for all staff that imparts the knowledge and technology skills needed to perform the job.

The fourth objective is to increase the availability, access, and use of computers and other technology for students. Steps included are: to obtain at least two classroom sets of portable keyboards/personal digital assistants to extend the use and functionality of existing work-stations for teachers and students, that additional student workstations be made available to classrooms for building level distribution in mobile or stationary mini-labs or pods, and furnishing computer labs with enough workstations to accommodate a full class of students, to provide for adequate communication technologies, such as voice-mail and e-mail and telephone with enough lines to allow for easy and reliable outside access, to equalize opportunities to use technology by obtaining laptop computers available for checkout by both staff, students, parents, and community groups, to extend the definition of instructional technology beyond the computer workstation by investigating emerging technologies for potential learning impact both in classrooms, related arts areas,

and EEN, to fill the need for technology support staff in three areas: technical experts who can fix broken machines and keep network running, paraprofessionals to install software, help students and teachers use technology and do everyday troubleshooting, and technology integration support teachers who can demonstrate how technology can be used successfully, to provide our students with an effective program that utilizes technology as an integral curricular component area.

The last objective is to provide a means for teaching staff to apply innovative technology and evaluate its use. Steps are as follows: To develop a TJMS incentive plan for teachers with technical mastery to create lesson plans, projects, and cross-curricular units with integrated technological components, and to develop a scope and sequence plan for K-12 which acknowledges curricular integration of various instructional technologies into all subject areas through applications such as simulations, interactive tutorials, role-playing, process writing, and application tools which support and extend the learning process.

TJMS has 180 computers, with two full computer labs and a computer in every classroom. The students have access to the Internet. We have ongoing classes to keep the staff updated on any new programs that become available. Grades will be kept on the computer this year, as well as other pertinent student data.

F6 As you look over the last five years, what conditions, and or changes have contributed most to the overall success of your school?

During the past five years we have had a change in administration and the formation of the SDC. TJ has updated the house plan. We now have peer mediators, the Builder's Club, a Team Leader's Council, and a stronger Student Council. The availability of technology and computer access has improved in a dramatic manner. We now have Internet and many software programs available for students and staff. We are networked for computers. We are starting an advisor/advisee program, a content master center, and looking for alternative methods for students who cannot succeed in the regular classroom.

F7 What do you consider the major educational challenges your school must face over the next five years and how do plan to address them?

The most significant challenge which TJMS faces is that of meeting all of the objectives of our mission statement, the Port Washington-Saukville mission statement and the focus areas of the district strategic plan with a seriously limited budget. The SDC will continue to be pro-active at providing the ultimate educational program possible.

G School, Family, and Community Partnerships

G1 What are the goals and the priorities of your school, family, and community partnerships? How have your school and community improved as a result of these partnerships and how did you measure the improvements?

There has been a progression of goals which started with:

- The Strategic Plan. The initial Strategic Plan was made up of community members, parents, business leaders, students, teachers, and administrators. This approach was devised to determine the needs of all stakeholders. From this initial meeting the District Mission Statement was created.
- From the Strategic Plan Thomas Jefferson Middle School started a site planning team much like the Strategic Planning Committee, and formulated their own TJMS Mission Statement goals, and an action plan. Our mission was interwoven with the District's mission, but was more specifically designed to meet the needs of a middle school.

- From those meetings the SDC (Site-Based Decision Making Council) was created. It was made up of students, parents, teachers, staff, and administrators. Today, the SDC is the guiding force behind decisions made at TJMS. The meetings are open meetings and the minutes are published and distributed to all faculty/staff, Student Council, Jaguar Parent Newsletter, District Administrative Team, and the Board of Education.
- The SDC has been in action for four years and during that time it has greatly improved the atmosphere in the school and the relationships between school, family and community.

Through the efforts of the SDC and the staff of TJMS we have seen a marked improvement in student academic performance. We have two programs geared towards academic performance which best exemplify the partnership between student, parents, and school. The first program is entitled “Academic Excellence”. The Academic Excellence Program developed as a result of parent recommendation. The program rewards students each quarter who receive a “B” or better in all subjects. In the past year, an average of 335 students were recognized each quarter.

The second program entitled, “On a Roll” began during the 1996-97 school year as a result of the efforts of the Platteville Teams. The program rewards students who show improvement in two classes without losing ground in any. During the 1996-97 school year there were 65 students recognized at the end of the 2nd quarter, 98 at the end of the 3rd quarter, and 107 at the end of the fourth quarter.

The community gets involved in these projects by provided incentives and rewards for the students. There are nearly 30 local businesses actively supporting these programs.

G2 How does your school involve families in their children’s education?

The parents at TJMS have a direct line to decision making through the Jaguar Parent Group and through that representative to the SDC.

The Jaguar Parent Group is made up of TJMS parents. Since administrators always attend these meetings, this group facilitates yet another avenue for parents to get involved in their child’s education. The Jaguar Parent Group has been pivotal in such projects as:

- The Market Day Fund-raiser;
- Property beautification;
- Summer camp scholarships;
- Aid for the Eighth Grade Washington, D.C. trip;
- Volunteers for such things as vision and hearing screenings.

A monthly newsletter is mailed to each family highlighting the month’s activities. The Guidance Department also has a newsletter which they sent to the parents. Parenting tips and ideas of how to deal with middle school students are the major areas of focus.

Twice each school year we provide a 15 question survey to each family. The survey is used to target areas of strength and weakness.

We have instituted an Advisor/Advisee Program in the 7th Grade. This program is designed to improve the teacher-parent-student-relationship and thus increase the schools chance for success.

We utilize a Mentor/Mentee Program for at-risk fifth grade students. The mentors are community members who volunteers to assist students in need.

We provide transition teams at each grade level.

A Swim and Gym is held toward the end of the year for 4th grade students who will be coming into the much larger middle school setting the following year. Gym and pool activities are set up for students. Opportunity is provided for parents to interact and talk with TJMS personnel.

Our very effective discipline plan provides the students and parents with very clear and concise boundaries of behavior. The discipline plan is printed in each TJMS Handbook and is reviewed in each homeroom. The parents are then required to sign a statement indicating that they read and understand the discipline policy. TJMS believes that the parent is the crucial element in an effective discipline plan. At TJMS our discipline plan works very effectively.

Conferences are very well attended. Our fall Parent-Teacher Conferences typically draw a 95%+ turnout. The spring Parent-Teacher Conference is slightly less attended. Last year 85% of the parents attend the spring conference.

TJMS holds at least 5 Super Saturday's each school year. The Super Saturday's enable students to experience enrichment opportunities along with their families. The concept also enables parents to network with other parents or school personnel.

TJMS facilitates a number of family learning nights. A Write Night enables faculty to give parents and students ideas and activities so that the family can enjoy writing and reading together. Fine Arts Night lets parents and students explore the world of art together. Technology Nights help parents and students understand the potential and capabilities of computer technology.

A Homework Assignment Notebook is provided to each student at TJMS. The student must write down his/her assignments in the notebook and have it checked off by his/her parents.

G3 How does the school support the needs and concerns of families?

TJMS supports the needs of the family in a substantial number of ways:

- We provide a comprehensive Grades 5-8 Health Education Program which meets twice per week.
- We have a full-time district nurse.
- We have 3 full-time guidance counselors who work very closely with students and parents.
- We have friendship, divorce, grief, and peer mediation groups for students.
- We have a crisis intervention team available for students and families.
- We pride ourselves on the people skills of our office staff.
- We have "Child Studies" which meet on an as needed basis to support students.
- We have a staggered bus schedule which allows students to be involved in before school and after school programs without handicapping the parents.

G4 How does your school collaborate with community members and organizations for the benefit

of families, students, and the school? From a reciprocal perspective, how do school-community partnerships benefit the community?

During the past year alone, the following organizations held programs at TJMS:

4-H	Diver's Delight	Special Olympics	Youth Basketball
Terra Tours	CPR Training	High School Dance Team	Optimist Club
YMCA	Brownies	Boy & Girl Scouts	Drug Task Force
Park & Rec.	Port Success Club	Music Boosters	Continuing Ed. Classes

Our administration routinely meets with organizations and associations such as the:

Ozaukee Department of Social Services
 Ozaukee Council and the Red Ribbon Campaign
 County Health Organizations
 Various service clubs
 Park and Recreation Board
 Officials from the YMCA

G5 How are educational resources in the school and the community used to extend learning opportunities for students, teachers, and families?

TJMS offers a comprehensive summer school program which is open to all Port Washington-Saukville students ages 5 through the 12th grade. It is a collaborative effort encompassing all of the schools within the District. Programs range from Speech and Language Therapy to a wide array of enrichment classes. Over 1400 students annually attend summer school.

TJMS has served as a teacher resource by providing:

computer classes
 teaming workshops
 life guard training
 CPR/First Aid training
 various graduate level options

During this past summer, the school was also used throughout the summer by teachers who are creating new programs or revising curriculum:

Discipline Committee
 Adviser-Advisee Committee
 Blue Ribbon Committee
 Content Mastery Committee

During the past year TJMS also used outside resources to aid in the educational process. The outside resources included:

Madison - Our State Capitol
 The Port Washington Public Library
 Milwaukee Museum
 River Edge Environmental Center
 Harrington Beach State Park
 Circus World Museum
 The Experimental Aircraft Museum in Oshkosh
 Plymouth Outdoors Skills Center
 Chicago Museum of Science and Industry
 Local, state, and national government officials

During the past year TJMS also worked with the local business community through a variety of programs:

Stepping Into Careers
Partners to Partners
Junior Achievement
Workforce 2010

H Indicators of Success

H1 What is the overall philosophy and approach to assessment at your school? What are your assessment methods and how do these align with your educational mission and curriculum? Is there a balance among multiple methods? What questions about the assessment program is your school currently addressing as you seek continued improvement?

If we are to best meet the needs of each of our students, and to develop confident individuals who can succeed, we feel we must assess their strengths and weaknesses. We assess to assure that all of the needs of a student are being met. We provide a national assessment instrument, the CTBS, at the 6th grade level. We administer the Wisconsin Student Assessment instrument at the 8th grade level. The district does its own assessment in the areas of math and writing. All middle school students are given a math test at the end of each academic year. Students in the 5th and 7th grades are assessed in the area of writing. Each middle school student has a writing portfolio which eventually will accompany the student to the high school. Our goal is to test each student in each of the core academic classes. The assessment will help establish the curricular direction of the District.

H2 How do you use assessment results to understand and improve student and school performance? How does your use of assessment data contribute to making issues of quality part of the everyday conversation at your school? How does the data influence decision making?

The results of our assessments have been major topics of discussion at School Board, Administrative Council and Site Based Decision Making Council Meetings. The results of the assessments have long-term effect on curricular directions. Teachers and administrators use assessment data to determine curriculum, staffing, and placement of students.

Parents of our students get a comprehensive analysis of the results from the various assessment tests. The reports are generated to inform the parents of their child's strengths as well as weaknesses. After a few years of assessment our students have a solid grasp of our expectations. Students in the district are taking a far more serious approach to assessment. Parent-teacher conferences are held to explain important assessment data.

As a result of the assessments, we have been able to adjust staff to meet the learning needs of our students. The assessment has also been pivotal in creating some of our courses for summer school. The communications "Star Project" is a direct result of the writing assessment. Portfolio review, suggestions for remediation, parent-teacher contact and summer school are all involved.

H3 If your school administers standardized test developed at the national, state, or district levels to students, what are the results for the grade levels tested for each of the past five years?

CTBS/4 Macmillan/McGraw Hill 1988								
Year	Reading Nat School		Language Nat School		Math Nat School		Composite Nat School	
92	55	61	53	61	51	55	53	59
93	54	57	51	55	54	58	53	58
94	56	65	55	65	58	69	57	67
95	58	66	60	68	62	74	60	71
96	58	64	62	73	68	81	63	74

1994-95 Wisconsin State Assessment (WSAS) Taken during the 1992 -95 School Years

1996-97 Wisconsin State Assessment (WSAS) Taken during the 1996 School Year

	Reading		Language		Math		Science		Social Studies		Composite	
Year	Nat	School	Nat	School	Nat	School	Nat	School	Nat	School	Nat	School
93			The WSAS was piloted		in Wisconsin							
94	62	72	58	66	63	74	64	74	59	68	65	77
95	58	66	60	69	72	85	62	72	64	75	67	80
96	64	74	60	68	64	75	61	71	66	77	63	74

Our building has a full inclusion model. Thus it is rare when a student is not assessed along with the remainder of the student body. We typically test approximately 215 students.

H4 What are the results of nonstandardized, or alternative, assessments of student performance developed at the school level?

Writing Assessment

The writing assessment was designed to measure the performance of students in response to a writing prompt given under controlled conditions. The topics were designed to allow students to draw upon their own background and knowledge in writing. The topics and writing tasks increase in difficulty from one grade to the next, reflecting increased expectations for students to write on more difficult topics demanding more critical thinking skills as they progress through the school system.

This writing assessment was designed and administered for the following purposes:

1. To provide an overall profile of the writing performance of the students in the district as measured by the holistic evaluation of the performance of 3rd, 5th, 7th, 9th, and 11th grade students on a controlled impromptu.

2. To provide data for measuring changes in the profile of writing performance that may result from curricular and instructional changes and to provide an on-going method of measuring the success of the district in teaching students to write.
3. To provide teachers with training in the holistic scoring of writing samples: to establish a trained evaluation team.
4. To maintain a system of writing portfolios to monitor the writing progress of students.
5. To identify those students who may need special assistance and seek to devise instruction to give those students the help they need to become proficient writers.

At the fifth grade level, over 83% were at the desired minimum score for grade 5. Students were strongest in prewriting and editing. Results indicated that the 5th grade student also used dialogue well.

At the seventh grade, there was a noticeable improvement over previous writing assessments, although still only 59% of the students scored better than the minimum established for grade 7. Students strengths were in use of paragraphs, fluency, and organization with weaknesses in the use of description and the development of ideas. The “Star Project” has been created to resolve of the communications concerns which continue to surface.

Math Assessment

For the fourth year since the district developed math tests were administered, students improved. The tests administered in grades 5-8 included the complete curriculum.

% of Students Who Passed Math Test				
<u>Gr.</u>	<u>1997</u>	<u>1996</u>	<u>1995</u>	<u>1994</u>
5	90%	88%	87%	68%
6	90%	97%	91%	68%
7	88%	80%	66%	56%
8	96%	97%	79%	63%

H5 How do you ensure that all subgroups of students within your school achieve at high levels? What evidence is available of decreasing disparity among any subgroups in your school?

It appears that all subgroups (At-Risk and Students with Exceptional Educational Needs) are demonstrating significant gains due to the annual assessment format. More quantifiable data will be available after the evaluation of our weekly at-risk meetings.

H6 For high schools only.

H7 What were the student who graduated in Spring 1996 doing as of September 1997?

Middle and Junior-High Schools: Graduating Class Size:	212
Enrolled in High School	99.5%

H8 What qualitative and quantitative evidence is available of effective overall school

performance?**a. What was your school's record for the past five years in the following areas which may serve as a quantitative indicator of school climate and engagement?**

	<u>92-93</u>	<u>93-94</u>	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>
Daily student attendance =	96.3%	95.9%	95.6%	95.0%	94.9%
Daily teacher attendance =	93.1%	92.8%	94.5%	95.8%	96.2%
Student dropout rate =	00.0%	00.0%	00.0%	00.0%	00.0%
Teacher turnover rate =	00.0%	00.0%	00.0%	00.0%	00.0%

b. What are the results of any surveys conducted by the school to measure the school climate and/or stakeholder satisfaction?

A parent survey conducted during May of 1997 indicated that the parents strongly felt that our curriculum gave their children a solid foundation for the future. They also felt that the school environment helped their children be enthusiastic about learning. On the other hand, parents were concerned that our students didn't demonstrate enough respect toward each other.

c. What was your school record for the past five years in the areas of school safety, discipline, and drug prevention?

During the 1996-1997 school year our Disciplinary Code was substantially modified. The Step System for the Disciplinary Code was and is as follows:

- Step 1 Communication to parents, house members, related arts staff, EEN staff, counselors
- Step 2 House disciplinary actions (must include a parent contact)
- Step 3 Guidance referral and/or social services intervention
- Step 4 Administrative detention (through the referral process) and/or police referral
- Step 5 Pending out-of-school suspension conference with student and parents
- Step 6 Out-of-school suspension and parent conference
- Step 7 Three suspensions will result in a pending expulsion recommendation hearing at TJMS
- Step 8 Referral to the Board of Education for expulsion

Not one student reached Step 8 during the course of the school year.

Students referred to the office dropped from nearly 6000 during 95-96 to 389.

Student suspensions dropped from 144 during 95-96 to 54.

During the past four years, TJMS averages nearly 2 expulsions per year. A vast majority of the expulsions were for being in possession of a knife. We have not have a serious incident at TJMS during the past 5 years.

H9 Which awards received by your school, staff, or students are most indicative of school success?**Recent Staff Recognitions**

One TJMS teacher was presented with the WACTY Award for service to gifted and talented.

One TJMS principal was presented with a WACTY Award for service to the gifted and talented.

Recent Student Recognitions

3 TJMS students received medals of accomplishment for Science Olympiad

1 TJMS student had art work displayed at a National Gallery

21 TJMS students had poetry published in a national publication

1 TJMS student was a finalist in the state Geography Bee Competition

5 TJMS students competed at the state level for Solo-Ensemble Competition

1 TJMS student finished 5th in state math competition

Our Odyssey of the Mind Team won regional competition and 8th in the State of Wisconsin

Our Pom Pon Squad won the State Championship for the third year out of the last four

